



History Policy

Our School's Vision

'With God's help, together, we aspire, achieve and believe'.

Vision for History

Our children love history when it is hands on and interactive. We aim to inspire all of our children to be curious about the past and through historical enquiry will help them develop the skills of a historian that will remain with them for the rest of their lives. Teachers will help our children to develop a chronologically secure understanding of the past in Britain (including studies about our local area) and the wider world. Children will learn a range of historical vocabulary which they will understand and be able to use when presenting their learning in a variety of ways. Our ambitious and diverse history curriculum will support our children in the understanding of historical concepts and make comparisons with their own whilst teaching them how to be historians. We endeavour to make our planned and sequenced curriculum hands on, with the use of artefacts, visits and visitors to enhance the children's knowledge of history when possible and develop their cultural capital. Our children will consider their own lives and the challenges of life today and how these have been influenced by the past. They will gain a historical perspective of the world and its people which will prepare them for their own future learning and employment.

Aims of the National Curriculum

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

At St John with St Augustine's we aim to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

Statutory Requirements

The National Curriculum Programme of Study is provided by the Department for Education to support schools in planning a whole curriculum. It is our responsibility as a school to ensure that this programme of study is covered.

In addition to the statutory aims, we seek to meet the specific needs of the pupils at our school. We aim to develop our children's speaking and listening skills including vocabulary and provide opportunities through history to improve reading skills. Alongside these personal aims, we endeavour to provide the children with a range of opportunities and experiences to further their learning as well as engaging parents in this area of the curriculum.

Early Years Foundation Stage

History is delivered in the Early Years Foundation Stage within the 'Understanding the World' area of learning, through a cross curricular topic-based approach. Children will be given opportunities to:

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms.

They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher

Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]

- significant historical events, people and places in their own locality.

Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Roles and Responsibilities

The Role of the Subject Leader

The role of the History Subject Leader is to:

- Keep staff updated on any new developments and information
- Provide a wide variety of resources and ideas for how best to use them
- Observe and support colleagues and share good practice

The Governing Body

An annual report is made to the governing body on the progress of history provision. This policy will be **reviewed every two years** or in the light of changes to legal requirements.

Curriculum Organisation

We have developed a progressive enquiry-based curriculum to ensure that the teaching and learning of history is the most effective. Our history units of learning have an overarching enquiry question. Lessons are then planned and sequenced to enable the children to build their knowledge of history through a substantive concept and learn to be an historian through a supporting disciplinary concept. These substantive and disciplinary concepts have been thoughtfully mapped out across the school to ensure they are revisited, and the children's knowledge, skills and understanding progress on their history journey through school. This ensures that when our children leave, they have a deepened understanding of a number of key historical concepts. Our history curriculum has developed as a whole teaching staff ensuring there is a transparency through each Key Stage of the expectations, progression of knowledge, skills and vocabulary. Adopting this approach has enabled the development of a strong, progressive, and fulfilling history curriculum from EYFS through to the end of year 6. As the children move through school, their knowledge and skills will develop for these different concepts which allows building on prior learning to be established strongly in every year group.

In EYFS the foundations of history will be laid through Understanding the World to prepare the children to access the National Curriculum from Year 1.

Other curriculum areas have also been considered when organising the history curriculum, as we believe that a naturally connected curriculum helps children to learn more and remember more. The children will then be able to apply this learning across the curriculum. A history topic is taught every term, for approximately 6 weeks. Children are given opportunities for writing at length in each history topic in relation to answering the enquiry question, communicating their learning in different ways.

To ensure a well-balanced and fulfilling history curriculum, a variety of teaching and learning styles are used. We want history to be a subject where children: explore, create, enquire and communicate in many ways to ensure that learning is fun and remembered. Ensuring the learning is long-term is a priority in our curriculum as we want children to learn more and remember more. To ensure that children do not experience cognitive overload, the learning objectives and success criteria for each lesson are incredibly important and focus on the new learning taking place and are succinct.

Oracy, questioning, and discussion are an important part of our school and its curriculum. Teaching and learning will be based upon developing the children's oracy skills, questioning discussion and vocabulary to promote learning which will be remembered and embedded.

Inclusion

At our school, we teach history in a way which is accessible to all children, whatever their ability and individual needs. Through our history teaching, we provide learning opportunities that enables all groups of pupils to make good progress. We strive to meet the needs of those pupils with special educational needs or disabilities, those who are disadvantaged, those who are more able and those learning English as an additional language. When

planning the history curriculum, all teachers consider all the above groups to ensure that our history lessons are fully inclusive. Every child takes part in history lessons and limited interventions take place during this time to ensure equal opportunities for all groups of pupils.

Planning

The planning of the curriculum is organised into three phrases;

- Long term planning
- Medium term planning
- Short term planning

Long term planning is done as a whole teaching staff to ensure coverage of the statutory National Curriculum content. Medium term planning is done within each year group. This is then shared with the Senior Leadership Team and all other teaching staff to ensure transparency and so that each teacher knows the prior and next stages of learning. This enables the successful teaching and learning of history. Short term planning is done by individual teachers for their class. This is then shared on One Drive and placed in a planning file for other teachers and for monitoring of planning by the subject leader.

Opportunities to use ICT to support teaching and learning in history will be planned for and used appropriately.

We believe that history can be enhanced by trips and visitors. Visitors are invited into school and trips related to history are organised to further the children's learning experience when possible. Teachers are encouraged to organise visits that will enable pupils to extend their knowledge of local, British and World history.

Conclusion

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Assessment and Record Keeping Policy
- Responding to pupil's work/Feedback/Marking Policy
- Special Educational Needs Policy
- Pupil Premium Policy
- ICT Policy
- Equal Opportunities Policy
- Health and Safety Policy

History Subject Leader: Mrs A Jesson

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